



# **MDE-CEPI Research Collaborative Confidential Data Request Application Instructions**

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## Introduction

A completed Confidential Data Request Application is necessary for all data requests from the Michigan Department of Education (MDE) and the Center for Educational Performance and Information (CEPI) for individual-level confidential data. All applications will be reviewed by the MDE-CEPI Research Collaborative Institutional Review Board (IRB) Committee. The approval process is outlined in a document available on the MDE Evaluation and Strategic Research website which can be found at:

[http://www.michigan.gov/documents/mde/Data\\_Request\\_Approval\\_Process\\_429545\\_7.pdf?20141211151021](http://www.michigan.gov/documents/mde/Data_Request_Approval_Process_429545_7.pdf?20141211151021)

While the MDE and CEPI collect a vast array of information at all levels of public education in Michigan, data provided for a single research request are limited to the extent possible to (1) maintain the confidentiality and integrity of the data and (2) demonstrate a clear alignment with research questions in the proposed study.

To request confidential data for a new research project, all requestors are required to submit:

1. A completed Confidential Data Request Application, including completed data confidentiality and security agreement form(s) for each investigator listed on the project (Appendix C).
2. A summary of your request on institutional letterhead.
3. An IRB approval letter from your institution.

**All questions and completed confidential data request applications should be submitted to:**

[MDE-Research@michigan.gov](mailto:MDE-Research@michigan.gov)

**Incomplete applications will be rejected.**

## Applicants Must

- Submit a request that:
  - Demonstrates a direct relationship between the data elements requested and the research questions posed.
  - Clearly identifies why individual-level confidential data is needed instead of publicly available, aggregate data.
  - Includes a list of requested data elements.
- Review the MI School Data site ([www.mischooldata.org](http://www.mischooldata.org)) to ensure that the applicant is fully aware of what data are publicly available and that the research proposed to the committee cannot be done with data already available through the site. *Applications deemed redundant with data available through this site will be denied.*
- Be responsible for the information obtained, use it appropriately, and only for authorized purposes. Please see the Secure Data Checklist (Appendix B) for the expectations that must be met to ensure that all confidential data are appropriately protected.

- Destroy unit record data that have been provided from the Committee pursuant to a formal agreement within the time limitations defined in the agreement and provide certification to the Committee staff that such records have been destroyed.
- Prior to publication/release, provide any documents generated as a result of using data received from the Committee for review and verification that the intended purpose has been adhered to at least 30 days in advance. Additionally, the applicant must include the Committee-provided disclaimer regarding the data and findings.
  - The 30 day submission is *prior to initiating a dissemination process*, meaning prior to submitting a report, manuscript, presentation to a given entity (conference, journal, etc.). Though not typically requested, in the event that the Committee requests revisions to any reports, manuscripts, presentations, etc. designated for publication/release, the applicant(s) must comply with the request and provide proof of the compliance.
  - Research results must include the following disclaimer:
 

"This research result used data collected and maintained by the Michigan Department of Education (MDE) and/or Michigan's Center for Educational Performance and Information (CEPI). Results, information and opinions solely represent the analysis, information and opinions of the author(s) and are not endorsed by – or reflect the views or positions of – grantors, MDE and CEPI or any employee thereof."
- Understand that deliberate or accidental misuse of information may result in one or more of the following: loss of access, disciplinary action, dismissal or prosecution under the scope of all applicable federal and state laws.

## Applicants Must NOT

- Share confidential, identifiable data with any individual beyond those approved within the application.
- Use data for any other purpose or research besides the specific research approved by the Committee.
- Make or allow any unauthorized use of information provided/generated.
- Use the results of information provided/generated in an effort to determine the identity of any individual for whom data is included.
- Publish reports with a cell size of less than 10. Reports must mask these cells so that results are not revealed.

## **Appendix A: Commonly Requested Data Elements**

There are a number of commonly requested MDE and CEPI data sources, as well as some less common sources. Below see links to, and examples of, commonly requested data elements related to public education in the State of Michigan, some possible additional data elements from other departments or agencies with the State of Michigan, and information on the differences between Assessment and Accountability data elements.

*Please note that some school and district level data elements may be publicly available in [mischooldata.org](http://mischooldata.org) and other public sources; in such cases we can direct you to the appropriate source.*

## **MDE-Specific Data:**

Commonly requested Accountability, Assessment, and Educator Certification (MOECS) data elements include, but are not limited to, the following variables. Please review the below options.

### Accountability File

- Demographics

Contains one record for each Michigan public student's valid state-administered standardized assessment test results by school year and student demographics (gender, race/ethnicity), growth data (if available), scaled score, points scored, and research Z-score. Please see the glossary for further definition of these elements.

- Educational Entity

Contains one record for each Michigan public student's state-administered standardized assessment valid test results, by school year and entity information (District name and code, building name and code), growth data (if available), scaled score, points scored, research Z-score. Please see the glossary for further definition of these elements.

### Assessment File

- Summative

- M-STEP (available beginning Spring 2015)
- MEAP (available Fall 2008 – Fall 2013)
- MME (ACT in composite: available Spring 2007 – Spring 2014; ACT no longer in composite: beginning Spring 2015, grade 11)

- Alternate

- MI-Access (available beginning Fall 2008 – Fall 2013, grades 3-8; beginning Fall 2009 – Spring 2013, 2015, grade 11)
- MEAP-Access (available Fall 2011 – Fall 2013, grades 3-8)

- English Language Learner

- ELPA (available Spring 2006 – Spring 2013)
- WIDA Access (available beginning Spring 2014)

- College Readiness
  - ACT (available Spring 2007 – Spring 2015)
  - SAT (available beginning Spring 2016)
- Career Readiness
  - WorkKeys (available Spring 2007 – Spring 2015)

#### Michigan Online Educator Certification System (MOECS) File

Contains one record for each certified or permitted educator for the State of Michigan. MOECS includes all teaching, occupational, school psychologist, school counselor, school nurse, school administrator, substitute permits, emergency permits, and occupational permits that are valid or expired.

### **CEPI Data Sources**

#### K-12 Student Data (MSDS/Graduation Cohort)

CEPI is creating a “researcher ready” pre-set file containing the most commonly requested variables for K-12 educational research.

The pre-set file contains data from school years 2009/2010 for all variables. School years 2007/2008 and 2008/2009 are available for graduation status/variables only.

The pre-set file will contain one row per school year\*student\*district\*school, except for discipline variables (separate file, one row per incident) and coursework data (separate file, one row per course).

Data in this file are collected in the Michigan Student Data System (MSDS) application, the home of most student-level state and federal data reporting for K-12 education. For links to all potential MSDS data elements, visit the link and look for the latest MSDS Collection Details Manual: [http://www.michigan.gov/cepi/0,1607,7-113-986\\_50502---,00.html](http://www.michigan.gov/cepi/0,1607,7-113-986_50502---,00.html)

**NOTE:** Research using graduation data should use the graduation cohort exit date/status, which is audited and reviewed after the completion of the school year and before publication of graduation rates, rather than the unaudited exit date/status.

A portion of the pre-set file will be extracted based on the variables you request (and are approved for) in the research application. A data dictionary will also be provided. The following table provides some detail about which variables will be available in the pre-set file for each content area:

Content area	MSDS Collection Details Manual Name	Calculated variables (defined in data dictionary)
<b>Attendance</b>	Days Attended, Days Possible	
<b>Course enrollment</b>	Subject Area Code, Course Identifier Code, Local Course ID, Local Course Title, Course Section ID, Course Type, Academic Year, Virtual Method	
<b>Course outcomes</b>	Credits Granted, Course Grade, Completion Status, College Credit	
<b>Date of birth</b>	Date of Birth	
<b>Discipline incidents &amp; consequences</b>	Incident ID, Date of Incident, Incident Type, Serious Bodily Injury, Sexual Assault, Initial Consequence Type, Initial Days, Initial Start Date, Secondary Consequence Type, Secondary Days, Secondary Start Date, Other Consequence Type, Other Days, Other Start Date, Follow Up	
<b>District</b>	Operating LEA Number	Operational ISD Code/Name
<b>Economically disadvantaged status</b>	<i>see Supplemental Nutrition Eligibility component for additional information</i>	Is Economically Disadvantaged, Is Free Lunch
<b>English Learner (LEP) languages</b>	Primary Language, Home Language	
<b>English Learner (LEP) programs</b>	LEP Instructional Program	
<b>English Learner (LEP) services exit/reentry</b>	LEP Exit, LEP Exit Reason ( <i>retired after '14-'15</i> ), LEP Re-Entry Date	
<b>English Learner status</b>	<i>see LEP component for additional information</i>	Is LEP Eligible, Is LEP Participation
<b>Enrollment/exit</b>	Enrollment Date, Exit Date, Exit Status	
<b>FTE</b>	General Ed FTE, Section 52 FTE, Section 53 FTE	
<b>Gender</b>	Gender	
<b>Grade</b>	Grade or Setting	
<b>Graduation (event) status/year</b>	<i>Exit Date, Exit Status are audited for graduation data</i>	Event Graduation Exit Date, Event Graduation Year, Is Event Dropout
<b>Graduation cohort status/year</b>	<i>Exit Date, Exit Status are audited for graduation data</i>	Cohort Graduation Exit Date, Cohort Graduation Status, Cohort Year
<b>Homeless status</b>	<i>see Homeless component for additional information</i>	Is Homeless
<b>Migrant status</b>		Is Migrant Eligible
<b>Personal curriculum</b>	Personal Curriculum Credit Modification, Personal Curriculum Type	Is Personal Curriculum
<b>Primary disability</b>	Primary Disability	Is Special Education



Content area	MSDS Collection Details Manual Name	Calculated variables (defined in data dictionary)
<b>Primary Educational Setting (Special Education)</b>	Primary Educational setting	
<b>Program eligibility participation</b>	Program Participation	
<b>Race/ethnicity</b>	Ethnicity	
<b>School</b>	School Facility Number	
<b>Secondary disability</b>	Secondary Disability	
<b>Special Education programs</b>	Program Service Code	
<b>Special Education services</b>	Support Services	
<b>Special Education services exit/reentry</b>	Special Education Exit Reason, Special Education Exit Date	
<b>Special Education status</b>	<i>see Special Education component for additional information</i>	Is Special Education
<b>Student residency</b>	Resident LEA Number, Student Residency	Is Out of District, Is School of Choice
<b>Teacher-student link</b>	PIC (Researcher PIC provided), Mentor PIC (Researcher PIC provided)	
<b>Title I TAS Instructional Services</b>	TAS Instructional Services	
<b>Title I TAS Support Services</b>	TAS Support Services	
<b>Zip code</b>	Zip Code	

#### Postsecondary Student Data (NSC/STARR)

CEPI combines data from its Student Transcript and Academic Record Repository (STARR) collection (<http://www.michigan.gov/cepi/0,4546,7-113-57943---,00.html>) with National Student Clearinghouse (NSC) data to create a merged dataset for state and federal reporting. This dataset includes data for students who enrolled in an Institution of Higher Education (IHE) from the 2009-2010 school year to present.

More information about the variables included in the pre-set file can be found in the Student Pathways Data File Layout at this link:

[http://www.michigan.gov/documents/cepi/student\\_pathways-data\\_file\\_layout\\_437361\\_7.xlsx](http://www.michigan.gov/documents/cepi/student_pathways-data_file_layout_437361_7.xlsx)

A portion of the pre-set file will be extracted based on the variables you request (and are approved for) in the research application. A data dictionary will also be provided. The following table provides some detail about what is available in the pre-set file for each content area using the corresponding names from the Student Pathways report:

Content area	Corresponding variable in Student Pathways
<b>Award date</b>	Latest College Award Date, (Second - Fourth Latest)
<b>Award description</b>	Latest College Award Description, Latest College Award CIP Code, (Second - Fourth Latest)
<b>Award level</b>	Latest College Award Level, (Second - Fourth Latest)
<b>Course enrollment</b>	College Course Subject, College Course Number, College Course Code, College Course Title, College Course is at Remedial Level
<b>Course outcomes</b>	College Course Credit Earned, College Course Status, College Course Numeric Grade Earned, College Grade Scale Code, College Course Letter Grade Earned, College Course Contact Hours Earned
<b>Date of birth</b>	Date of Birth
<b>Degree Seeking</b>	Seeking a College Degree/Credential
<b>Enrollment Level</b>	Level of Achievement
<b>Enrollment Status</b>	College Enrollment Status
<b>Enrollment Type</b>	Postsecondary Enrollment Type
<b>Entrance date</b>	College Entrance Date, College Entrance Year
<b>Gender</b>	College Gender
<b>GPA</b>	Term GPA, Cumulative GPA
<b>Programs</b>	Latest College Program CIP Code, Latest College Program Name, Latest College Program Type, (Second - Fourth Latest)
<b>Race/ethnicity</b>	College Race/Ethnicity
<b>School (IHE)</b>	IPEDS Code, College is a 2-Year or a 4_year Degree Granting, College is an Independent Institution, College is in Michigan
<b>Time to complete 24 credits after high school</b>	Earned at Least 1 Years' Worth of College Credit Within 12 Months, (16/24/36/48 months)
<b>Time to enrollment after high school</b>	Number of Months to Earliest Enrollment, Enrolled in College Within 16 Months of Exiting High School
<b>Took remedial coursework</b>	Math Remedial Course Taken, Reading Remedial Course Taken, Writing Remedial Course Taken, Science Remedial Course Taken
<b>Total college credits earned after high school</b>	Total College Credits Earned

### Other Datasets

- REP – school personnel level data (available end of year 2002)

Registry of Educational Personnel (REP) is used to produce reports for the U.S. Department of Education and for the state of Michigan regarding school personnel. For links to all potential REP data elements, see the link: [http://www.michigan.gov/cepi/0,4546,7-113-986\\_10478---,00.html](http://www.michigan.gov/cepi/0,4546,7-113-986_10478---,00.html)

Commonly requested REP data elements include, but are not limited to,

- Racial/Ethnic Code
- Date of Hire
- Highest Educational Level
- Type of Credential

## **Additional Sources of Data**

Researchers occasionally request data elements from other departments within the State of Michigan. If appropriate, please add requested data element(s) to the application.

If the applicant needs data elements from a state department outside of MDE/CEPI, you will be required to contact the appropriate State of Michigan department directly. MDE and CEPI cannot authorize or approve release of data from other state agencies/departments.

The researcher's completed Confidential Data Request Application must specify the contact person at the agency that the data request was discussed with and his/her contact information. This individual may be invited to the Research Collaborative IRB Committee's meeting to review and discuss the application.

## **Things to Consider when Asking for Data:**

- What type of data will best answer each research question?
  - Cross-sectional: Student/teacher data collected at one point in time
  - Cohort: A group of students/teachers followed over a period of time
- Which assessment content areas will be used to answer each research question?
  - Math (MEAP, MME, M-STEP, MEAP-Access, MI-Access)
  - ELA (MI-Access and M-STEP)
  - Science (MEAP, MME, M-STEP, MEAP-Access, MI-Access FI beginning Spring 2015)
  - Social studies (MEAP, MME, and M-STEP; MI-Access FI beginning Spring 2015)
  - Reading (MEAP and MME; MI-Access prior to Spring 2015; MEAP-Access)
  - Writing (MEAP and MME; MI-Access prior to Spring 2015; MEAP-Access)
  - English (ACT)
- What level of aggregation is needed for each research question?
  - Student level
  - School
  - District
  - ISD
  - State
- What variables are required for each research question?
  - Student demographics
    - Gender
    - Racial/Ethnic
    - Students with disabilities
    - Economically disadvantaged
    - Limited English proficient/English Language Learner
    - Migrant
  - Assessment Scale score
  - Assessment Conditional Standard Error of Measurement (Scale Score metric)
  - Assessment Performance level
  - Assessment Performance level change (MEAP and some MI-Access tests only)
  - Student Growth Percentile (M-STEP, MI-Access FI only, and WIDA Access)
  - Assessment Theta

- Assessment Conditional Standard Error of Measurement (Theta metric)
- Assessment Accommodations information
- Enrollment Information
- Tested school or Feeder Information
- PEPE information
- Full Academic Year information (FAY)
- Z-score (accountability vs. research)

## **Appendix B: Data Security Checklist**

This document should help researchers receiving confidential data develop and enforce systems for data storage and access. The list below is comprehensive but not exhaustive. It is the responsibility of each researcher to review institution and Research Collaborative policies and standards for complete guidance on FERPA compliance related to your study specific situation. Additional guidance may be found through the US Department of Education's Privacy Technical Assistance Center (PTAC) <http://ptac.ed.gov/>

## **Data Management Plan**

Every research project should include a data management plan detailing the following:

- ✓ Identify all data to be utilized in this study:
  - What format will the data come in (csv, txt, etc.)?
  - Will the data need to be reformatted for analyses?
  - What type of variables are included (numerical, image, text, etc.)?
  - What is the classification of each variable (publically available aggregate vs. personally identifiable information [PII])?
- ✓ What steps are being taken to ensure data remains secure at all times?
  - Secure Servers
  - Encryption
  - Password protecting
  - Restricted access
- ✓ If data sharing is required,
  - What data is being shared?
  - With whom is the data being shared?
  - Why is this data share necessary?
  - When is the data being shared?
  - How will data be securely transferred?
- ✓ If the data will be disseminated,
  - What steps will be taken to ensure reporting maintains the anonymity of those included in the data?
  - What steps will be taken when reporting involves small numbers of individuals?
- ✓ Once a project has reached its completion, what methods will be taken to dispose of the data?
- ✓ Who is responsible for managing the storage, access, and destruction of the data?
- ✓ Is there a documented procedure for reporting and monitoring each step of the data management process?

## **Electronic/Device Security**

All data stored electronically should be kept on:

- ✓ Secure servers maintained by trained systems administration staff
- ✓ Encrypted devices (e.g., thumb drives, externals, laptops) with up-to-date endpoint, anti-virus, anti-spyware protection

*Do not copy confidential data to individual workstations or personal devices.*

## **Physical Security**

Every effort to remove PII from hard copy materials should be made. In the event that PII is necessary, these documents must be:

- ✓ Kept in locked cabinets
- ✓ Transferred off premise in a secure manner (e.g., locked containers)
- ✓ Accessed only by study team members listed on the Research Collaborative IRB application
- ✓ Shredded and disposed of through FERPA compliant methods once no longer needed

Machines storing PII data must also have physical security measures.

- ✓ All machines must be kept in restricted access, locked rooms.
- ✓ Devices that are removable (e.g., thumb drives, DVDs, laptops) must be kept in locked storage within restricted access areas when not utilized.
- ✓ All devices must include security programs (encryption, password protection, locking the device after a given length of inactivity).

## **Access to Data**

- ✓ Only those staff listed on the Research Collaborative IRB application may have access to the data in any format.
- ✓ Access to data is only for those research aims detailed in the Research Collaborative IRB application.
- ✓ Transfer of data must be done through secure file transfer and may not be sent to email accounts that are not secure (e.g., Gmail, Yahoo, Hotmail, Comcast).

## **Appendix C: Acronyms & Terms**



## **Acronyms**

CEPI	Center for Educational Performance and Information
ELA	English Language Arts
ELPA	English Language Proficiency Assessment
FERPA	Family Educational Rights and Privacy Act
FID	Financial Information Database
FAY	Full Academic Year
GAD	Graduation and Dropout
IEP	Individualized Education Plan
IHE	Institution of Higher Education
IRB	Institutional Review Board
ISD	Intermediate School District
LEP	Limited English Proficiency
LEA	Local Education Agency
MDE	Michigan Department of Education
MSDS	Michigan Student Data System
MEAP	Michigan Educational Assessment Program
M-STEP	Michigan – Student Test of Educational Progress
MME	Michigan Merit Exam
MOECS	Michigan Online Educator Certification System
NSC	National Student Clearinghouse
PEPE	Primary Education Providing Entity
PII	Personally Identifiable Information
PSA	Public School Academy
REP	Registry of Educational Personnel
RIC	Research Identification Code
R-PIC	Research-Personnel Identification Code
SID	School Infrastructure Database
STARR	Student Transcript and Academic Record Repository

UIC	Unique Identification Code
WIDA	World-Class Instructional Design and Assessment

## Definitions

**Enrolled school/district:** This is the school and district in which a student is enrolled at the time the snapshot of research data is taken. It is the school and district primarily responsible for educating the student (PEPE).

**Feeder school/district:** The feeder school and district are determined in order to calculate school proficiency values for school accountability, but are also often useful in answering research questions. Put simply, the feeder school is where the student received the instruction that is tied directly to the test. For spring tests, this is almost always the school in which the student is enrolled and takes the test. For fall tests (such as those from 2013-14 and before), it is the school where the student was enrolled in the year prior to the year the test was taken.

**Full Academic Year:** A student is considered Full Academic Year (FAY) if he/she meets certain requirements for enrollment across the span of an academic year. The definition of FAY varies depending on year and test, but the common requirement is that the student must be enrolled in the same school for a certain number of contiguous count days. Student counts are collected three times a year. For school accountability, only FAY students are included. Whether to include FAY students were all tested students depends on the research question to be addressed.

**Tested school/district:** Michigan does not have rules requiring a student to test in a certain school or location. Thus, a student may take a test in a building other than his/her home school. When the test is returned or submitted for scoring, the location in which the test was completed is recorded. Initial assessment reports are based on the tested location. To track where the student was instructed in the content tested, one should use the feeder school.

## Statistics

**Theta:** Theta denotes students' ability or latent trait estimated based on students' responses to assessment items. For example, we try to estimate students' ability in Math through their responses to items on a Math test. The theoretical distribution of Theta is usually assumed to be standard normal, i.e., has mean of 0 and standard deviation of 1.

**Scaled Score:** Scale scores are linear transformations of theta values to fit on scale with a particular set of properties. For example, we defined the proficiency cut in any subject areas at grade 3 as 1300 (thus whatever theta cut we define through standard setting should correspond to 1300 after transformation). We also defined the standard deviation (SD) of the final scale to be 25. We then compute the intercept (a) and slope (b) of the linear transformation formula as follows: the slope (b) = SD (SS) / SD (Theta), and the intercept (a) = 1300 - b \* Theta\_cut (where Theta\_cut denotes the Theta value corresponds to the proficiency cut).

**Z-score (accountability):** The accountability Z-score is the student's scale score (or points for certain MI-Access tests), standardized so that it is on a scale with a mean of 0 and a standard deviation of 1. These scores are used in State school accountability systems, and include only Full Academic Year (FAY) students in the calculation. All valid scores for tests taken by public school students that meet this

restriction are included in the calculation, and each score is compared to all scores on the same test, subject, and grade in the state. In addition, the Z-scores have a van der Waardens transformation applied to put them into a more nearly normal distribution, and are capped at +2 and -2.

**Z-score (research):** The research Z-score is the student's scale score (or points for certain MI-Access tests), standardized so that it is on a scale with a mean of 0 and standard deviation of 1. The research Z-score includes all students, not just Full Academic Year students. All valid scores for tests taken by public school students are included, and each score is compared to all scores on the same test, subject, and grade in the state. The Z-scores have a van der Waardens transformation applied to put them into a more nearly normal distribution. Research z-scores are not capped.

## **Assessments:**

**M-STEP:** The Michigan Student Test of Educational Progress (M-STEP) is the current assessment system. It was designed to measure student growth effectively for today's students. English language arts and mathematics will be assessed in grades 3–8, science in grades 4 and 7, and social studies in grades 5 and 8. The M-STEP also includes the MME in 11th grade, which consists of a college entrance exam, work skills assessment, and M-STEP summative assessments in English language arts, mathematics, science, and social studies.

**MEAP:** *No longer in use – replaced by M-STEP.*

The Michigan Educational Assessment Program (MEAP) was Michigan's general assessment for students in grades 3 through 9 until the 2014-15 school year. MEAP was based on Michigan's Grade Level Content Expectations in reading, writing, mathematics, science, and social studies. Students were assessed in the fall of each year on the prior year's expectations. All students in grades 3 through 8 were assessed in reading and mathematics. In addition, grades 4 and 7 were assessed in writing, grades 5 and 8 were tested in science, and grades 6 and 9 were tested in social studies.

**MME:** The MME is the high school assessment exam. It assesses students in grade 11 and eligible students in grade 12 based on Michigan high school standards. It is administered each spring, and consists of three components:

- College Board SAT
- WorkKeys® job skills assessments in reading, mathematics, and "locating information"
- Michigan-developed Science and Social Studies M-STEP

*Note for longitudinal studies:* prior to Spring 2015 components of the ACT and WorkKeys were used in the creation of the MME composite score. As of Spring 2015 neither were used in the creation of the MME composite score.

## Alternative Assessments:

**MI-Access:** **MI-Access** Michigan's alternate assessment. It is designed for students whose Individualized Education Program (IEP) Teams have determined that it is not appropriate for them to participate in the state's general education assessments (the M-STEP or the MME).

At this time, MI-Access assessments are available for three student populations:

- Participation (P) assessments are for students who have, or function as if they have, a severe cognitive impairment. These students may have both significant cognitive and physical impairments that limit their ability to generalize or transfer learning, and thus makes determining their actual abilities and skills difficult.
- Supported Independence (SI) assessments are for students who have, or function as if they have, moderate cognitive impairment. These students may also have both cognitive and physical impairments that impact their ability to generalize or transfer learning; however, they usually can follow learned routines and demonstrate independent living skills.
- Functional Independence (FI) assessments are for students who have, or function as if they have, mild cognitive impairment. These students typically can assess their personal strengths and limitations, and access resources, strategies, supports, and linkages to help them maximize their independence.

**MEAP-Access:** *No longer in use – replaced by MI-Access.* An alternate assessment based on modified achievement standards aligned to the state standards during the period of time it was administered.

### English Language Proficiency

**ELPA:** *No longer in use – replaced by WIDA Access.* The goal of the English Language Proficiency Assessment (ELPA) is to measure the English language proficiency levels of Michigan students acquiring English as a second language. Both oral and written language are included in the assessment of listening, reading, writing and speaking skills for academic and social settings. Comprehension is assessed through the Listening and Reading sections of the ELPA.

**WIDA Access:** Michigan’s summative assessment, federally required to assess students identified as English Learners (ELs) on a yearly basis, is the WIDA ACCESS for ELLs 2.0. This assessment is designed to measure K–12 EL students on their progress in learning the English language, which includes a status of their development of Reading, Listening, Writing, and Speaking skills. WIDA ACCESS for ELLs 2.0 is aligned to the WIDA English Language Development (ELD) standards that Michigan adopted in 2013.